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ABSTRACT

By the turn of the 20th century, research had begun dealing with the subject of sport psychology in America. In the early 1900's, Coleman Griffin, the father of sport psychology, led the way in researching sport psychology. It was not until the 1960's that research in this field became popular in Great Britain. In 1967, in both America and Great Britain, national associations of sport psychology were formed by groups of interested physical educators and sport theorists. Two of these groups which have orgainzed conferences are the British Society of Sport Psychology and the North American Society for the Psychology of Sport and Physical Activity. Very few conferences have been sponsored by psychology departments of universities or even universities themselves. The conferences, as well as the associations, have helped to bring professionals together, but more important, have helped sponsor cross-disciplinary study and inquiry. Many noteworthy books have been produced from the conferences. Four major areas of emphasis which suggest the developmental trends of sport psychology include socio-cultural psychology, sport psychology, psychological growth and development, and human performance. Contemporary developments in America and Great Britain include: (1) a longitudinal approach to personality work, looking at factors in the personality setting from more precise state approaches; (2) a social psychological approach to studying sport; and (3) a serious examination of competition from all angles. There no longer exists an American version of sport psychology distinguishable from a British version. (SK)

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COMPARATIVE SPORTS PSYCHOLOGY: BRITISH AND AMERICAN DEVELOPMENTS.

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Bibliography

Respective Origins

At the turn of the century bicycling was very much in fashion, and if you were athletic in your inclination towards the bicycle, you could earn a handsome income, from the professional circuit. Walt Kuhn, noted American painter of the time, earned more this way than from the sale of his paintings. This observation is noteworthy only by coincidence with the first recorded research study in sports psychology which also employed the bicycle. In 1898, Tripplett, wrote an article for the American Journal of Psychology entitled "The Dynamogenic Factors in pacemaking and competition," in which he was concerned with work output as evidenced in sports-action. In 1918, another American, Coleman Roberts Griffith began a series of informal observations on some psychological factors involved in basketball and football. He performed his research at the University of Illinois -- and was a psychologist by profession. Griffith has been called the "Father of Sports Psychology" for his efforts to coordinate research in this field of inquiry. During the period 1925-1932, Griffith was Director of the Athletic Research Laboratory at Illinois [redacted]. His laboratory consisted of two 550 square feet rooms located in the gymnasium on the Illinois Campus. One room was designated as the psychological laboratory -- the other being the physiological lab. His psychological lab work dealt mainly with three areas -- psychomotor learning, learning, and to a lesser extent -- personality variables. He looked at such factors as reaction time, tests for steadiness, muscular coordination and learning ability. He also developed a test of mental alertness which was designed for athletes. At this time -- he also dealt with Knute Rockne,

SP010 143

the great Notre Dame legendary football coach -- and was able to gather subjective evidence relative to his theory of the role of motivation in sport. Rockne agreed with Griffith's thoughts -- that excessive use of "keying-up" individuals for sports participation shouldn't be overemphasized as to value. In 1930 - he published: "A laboratory for research in athletics" -- Research Quarterly. Griffith produced a number of articles and contributed a great deal to the Athletic Journal. In 1926, he produced his first book entitled the Psychology of Coaching. In 1928 -- he published his second work -- Psychology of Athletics. A third book, Psychology of Football was left uncompleted -- 18 chapters of his manuscript are housed with Griffith's Papers in the Archives of the University of Illinois Library.

Probably the first established course in the psychology of sport in America was accomplished by Griffith at this time. It was titled: Psychology of Athletics. Attention was forcused upon a psychological analysis of all phases of athletic competition.

The first theses in psychology of sport were completed under Griffith's guidance -- C. O. Jackson's study: "The effect of fear on muscular coordination," and McCristal's investigation: "An experimental investigation of foot rhythm involved in gymnastics and tap dancing." Both of these theses were published in the Research Quarterly in 1933.

The role this man played -- publishing over 40 articles and works in the prestigious journals in psychology and education of that day, his work in the research labs that he established at University of Illinois, and his first course in the psychology of athletics provide him with great distinction from the historical perspective.

The illustrious heritage that Tripplett and Griffith have given the United States in the development of sport psychology finds no parallel in Great Britain.

In 1963, Barbara Knapp published Skill in Sport, a text which must be regarded as a classic for several reasons. Skill in Sport is the first major text published in Great Britain addressing psychological principles applied to sport. To be sure, from the time of Herbert Spencer in the mid-Nineteenth Century, Britain had been renounced for psychological inquiry into play -- the developmental psychology of the child -- even at a time before psychology became a respectable university discipline. For her book, Knapp had to rely primarily on American sources and classic British texts on psychology such as Psychology by R. S. Woodworth. As if to lend credence to her excellent effort (from a nationalist standpoint), Knapp communicated directly with noted British psychologists working in the field of motor learning, skill acquisition, and the transference of training. Apart from an occasional experiment on the acquisition of skill completed in 1930's, and such texts as Psychology and the Soldier (1927) by R. C. Bartlett, the best British reference she had was the Doctoral Dissertation by D. H. Holding "Transfer of learning between motor tasks of different levels of difficulty," completed as recently as 1960. But even in 1960, courses in psychology at British Universities were relatively new.

Consolidation Periods and New Awakenings.

The relative lateness of sport psychology (of any pursuasion) in England has little to bear on the free-ranging developments in the United States. John Lawther published his Psychology of Coaching in 1951. He presented in the book -- coaching principles, techniques, physics, psychology, sociology, applied physiology and kinesiology. The book was a best seller for many years because of the applied nature of the material to the coaching world. Perhaps Lawther has never really received the deserved recognition for his contribution and role in the historical significance he played in the psychology of sport movement in this country -- especially as it relates to the athletic domain. His "layman" or

"nuts and bolts" approach was perhaps looked at from too much of an élitist viewpoint by some members of our academic-minded community -- and not recognized for its merit. Actually, even after Lawther's Psychology of Coaching book in 1951, there was a lack of works in this particular area. His book served as the bible for coaches for many years, until the late 60's when a new group of books on the Psychology of Coaching appeared on the market.

However, English universities began to offer programs of study known as "combined studies" early in the 1960's. As his choice of combined study, Benjamin Lowe chose psychology to coincide with reading a degree in physical education, beginning the bachelor's degree in 1963 (coincident with the publication of Skill in Sport). Barbara Knapp was his advisor for his program of studies.

About this time in England, sport theorists began to whisper about the "psychological" factor in high level sports performance. Not many people knew what it meant, and typically, the "pain barrier" was somehow associated with it. Certainly, the psychological factors in sport were a step beyond the physical accomplishments of men in athletic pursuit, but largely, such factors were as indeterminate as "personality," "motivation," "drive," "attitude," "aggression," "learning," "emotion" and the like. In spite of what has been said about the distinct lead America had, the same basic observation holds true for the period 1960-1965. Lawther and his fellows had had little or no effect on a consolidation of research and theoretical inquiry prior to 1960 -- there was little need, since everybody knew that sport was a physical, not a psychological event.

No-one is quite sure what caused the awakening to the fact that sport had psychological significance. Roger Bannister, with great pain and subsequent ecstasy, had demonstrated that the four-minute mile was possible [illegible] years earlier in 1954. Perhaps the wonder of that event and the supreme efforts of Parry O'Brien to put the shot over 60 feet (with the aid of a personal dictum of motivation)

began to stir in the inquiring mind the fact that sport was not purely a physical event. Also, in the period 1960-65, many British physical educators (denied degrees by non-recognition of their subject-matter) emigrated to America in search of academic identity -- the Master's degree in Physical Education (from Iowa, Oregon, or Wherever) -- and returned to England educated in the knowledge that there was more to physical performance than physical pursuit.

Meanwhile, psychologists on both sides of the Atlantic retained a healthy disregard for sport, thereby allowing physical educators with pseudo-psychological aspirations to explanatory grandeur to poke along with their own style of inquiry. Sport psychology grew out of their search for knowledge -- little more than ten years ago. William Hammer wrote in the International Journal of Sport Psychology, Volume 1, Number 2, 1970: "Interest and growth of professional activity in sport psychology has been rapid. Whereas five years ago the area was isolated and individual, today there is a distinct development of national societies..."
The Development of National Societies of Sport Psychology.

(see next page)

The Development of National Societies of Sport Psychology.

1967 was a very good year. Both in England and in America, "national associations" of sport psychology were formed by groups of interested physical educators and sport theorists. To get the "associations" rolling, the interested parties respectively organized small "sessions" to run concordantly with National Conferences on Physical Education. In each case, there were only fifteen or twenty professionals who "identified" with the "association" and committed themselves to its growth and support. By 1970, the British Society of Sport Psychology was holding a three-day conference with invited speakers and "approximately 120 delegates attended." In 1974, at the Eighth Annual Conference of B.S.S.P., there were 30 papers delivered in 6 separately identified sessions, speakers coming from America, Canada, and Germany to support the national event.

In America they called it the North American Society for the Psychology of Sport and Physical Activity -- and they still do. At first, NASPSPA put out a small newsletter, the Sport Psychology Bulletin, which flourished from 1967-1974, to be replaced by the NASPSPA Newsletter (much more romantic-sounding and significantly descriptive). The Newsletter is published three times each year "for communication with members of NASPSPA." In 1972, the members of NASPSPA voted to hold their meetings away from the "National Convention," and attempted to organize around a unique identity that lately began to attract "others" to the membership. Like the British group, the Americans now seek to publish the Proceedings of their meetings, thus establishing a library-base of materials for future scholars identifying with the field. (While we mention America and Britain, it is worth pointing out that a parallel successful story can be told of the organization of sport psychology in Canada. The Seventh Canadian Psycho-motor Learning and Sport Psychology Symposium, hosted by Laval University, Quebec, in October, 1975, provided eighteen themes with which speakers could associate their papers.)

More and more, in the last year or two, psychologists are joining the physical educators in their associations and conferences. Sport is seen as a "natural" laboratory, a cultural microcosm, from which sport theorists and coaches wish to derive better knowledge for sport, and in which psychologists see great opportunity to test and generate psychological theory. The future is promising for the cross-fertilization of ideas based on mutual respect. As H.T.A. Whiting stated in the Proceedings of the Eighth Annual Conference of B.S.S.P. (1974):

> To summarize what I have been trying to say amounts to this. People in this currently rather nebulous field of sport psychology are united less by belonging to a clearly defined field of study or operation and more by a concern that the field of psychology has a particular contribution to the work in which they are involved. We are in this respect, a heterogeneous group of academics, professional workers in the field of education/physical education and coaches and teacher of sport and other physical activities. If anything -- to judge by the response after conferences such as this -- there is bias toward the applied field. At this stage of development, perhaps this is how it should stay. We should not artificially restrict our field of enquiry until such time as programmes such as we are presenting fail to satisfy the audience for which we cater. At the same time we should not lose sight of the growing sophistication of research methods in sport and the performance of competitors. (p. 10)

Contemporary Books Contributing to Our Knowledge of Sport Psychology.

By "contemporary," we should indicate the period 1966-1976 as our base of reference. In 1966, Bruce Ogilvie and Thomas Tutko, both American psychologists had a book called Problem Athletes and How to Handle Them published by a British publishing house. It's greatest impact was in the United States. The book has definitely had significance in the field of psychology of sport. Although it has been very controversial in our academic-minded community (it has many questionable research foundations to some of the premises in the book) -- it did indeed play a significant role -- in that for many years it was a best seller.

It can be quite fairly speculated that the reason Jack Scott published his first book Athletics for Athletes in 1969 was a reaction to Ogilvie and Tutko's

work, and really laid the foundation to the question: Are we talking about problem athletes or maybe problem coaches or problem psychologists (since Ogilvie and Tutko are clinical psychologists at San Jose State in California) and not physical education people? In Scott's later text, The Athletic Revolution, (1971), a chapter entitled: "Sports Psychologists: Friend or Foe?" is a direct commentary on the Ogilvie and Scott interlocution which came to a head at the meeting of NASPSPA in Seattle, Washington in 1970.

Before sport psychology became defined by one group or another as having a special emphasis, any book that explored sport or physical activity through psychological principles was classified as being a contribution to the field. Thus, Acquiring Ball Skill, by H.T.A. Whiting, and published in England in 1969, has been contributory to the identification of motor learning as "sport psychology." Perception, attention, reaction time and movement time, speed, and accuracy, and the like, form the basis for this text -- although deference is given to personality in the closing chapter. It seems that the type of interest or research in sport psychology was due to the resistance of motor learning [redacted] specialists to investigate topics of importance to sport, not really their choice at all. Motor learning was [redacted] primarily interested in methodology, learning and instructional aspects -- but interest in personality, internal-external motivation, optimal performance factors, character development, factors influencing participation, arousal-emotional control, will and desire, levels of aspiration, stress, competition, and the like, were factors that were becoming increasingly popular in relation to sport. In his later text, [redacted] Swimming for the Persistent Non-swimmer, H. T. A. Whiting was obliged to explore more of the social psychological parameters as possible pathological foundations for lack of swimming ability. Sport psychology, then, may have been an off-shoot of motor learning, but now social psychological factors are seen as significantly important.

Some of the earliest American contributions came from psychoanalysts or clinical psychologists. Typical of this early genre are The Madness in Sport (1969), by Arnold Beisser, and Motivations in Play, Games and Sport, a symposium proceedings (case-bound), edited by Ralph Slovenko and A. J. Knight. But perhaps the most important contribution from that period was the Proceedings of the Second World Congress on Sport Psychology held in Washington, D. C., in 1968. The Proceedings were published in 1970 by the Athletic Institute of Chicago under the editorship of Gerald S. Kenyon and Tom Grogg, and was entitled Contemporary Psychology of Sport.

The World Congress of Sport Psychology (there have been three to date, the Fourth due in 1977), were sponsored by the International Society of Sport Psychology, founded in 1966. It was through this society that Miroslav Vanek (Czechoslovakia) and Bryant J. Cratty (U.S.A.) met and agreed to co-author Psychology and the Superior Athlete (1970). Cratty had become known earlier for his texts drawing on psychology in the servcie of physical education, Psychology and Physical Activity (1967), and Movement Behavior and Motor Learning (1967). On the same level of operation, Joseph B. Oxendine wrote Psychology of Motor Learning (1968), again from (and for) the physical education standpoint. Similarly, Robert N. Singer published Motor Learning and Human Performance (1968). Returning to Vanek for a moment, it is noteworthy to mention that he was probably the first sports psychologist in the world to be appointed to a national Olympic team (Czechoslovakia), travelling with those athletes to Mexico city for the IX Olympiad in 1968. Vanek presently holds a chair in sport psychology at Charles University in Prague.

For many professionals, 1970 was a turning-point. As significant as the publication of the Second World Con gress Proceedings was the appearance of Contemporary Readings in Sport Psychology (1970), an anthology of readings

carefully selected and edited by William P. Morgan. Sections of the book, designed to embrace thematic classifications of topics, served to indicate domains of inquiry germane to sport psychology. But there is no doubt that the impetus to codification and publication began with the new decade. Further, the embryo sub-discipline stimulated more texts of an "application" nature; in particular, the Psychology of Coaching (1971) appeared under the joint authorship of Thomas A. Tutko and Jack W. Richards, psychologist and coach, respectively. Social psychological themes dominate the thrust of this text, but couched in a "good old vernacular" -- and the book had its seventh impression in 1975. Parallel with this volume, Reuben B. Frost published Psychological Concepts Applied to Physical Education and Coaching (1971), re-emphasizing the applicable nature of his intent. In England, John E. Kane published a similar book, Psychological Aspects of Physical Education and Sport, in 1972. Even until recently, the separation of sport and physical education has not been fully grasped.

Meanwhile, graduates with specialization in physical education, but significantly widely read in psychology, were entering the field. Needless to say, they were educating their professors who had closer access to publishing houses than they did. But the professors, also, showed some stimulus to further knowledge by organizing conferences with emphasis on sport psychology, and, even better, ensuring that the proceedings of the meetings were made available, even if in mimeographed form. In short, the literature began to become available.

John Lawther, now the elder statesman of sport psychology, published Sport Psychology in 1972, and this paperback text invited the establishment of undergraduate courses in sport psychology (in departments of physical education, let it be noted.) As if to complement his efforts, Dorothy V. Harris wrote Involvement in Sport: A Somatopsychic Rationale for Physical Activity and

Sport, in 1973, and equally significantly, in the same year, she organized a conference on "Women and Sport", the proceedings of which were made available for purchase in mimeographed form by the Pennsylvania State University.

The last few years have been productive, more so on the American scene than on the British. But, in all fairness, there is a "blurring" taking place, a diffusion of any sense of comparability because the trans-Atlantic communication system has become so refined. A purification of the concept "sport psychology" is taking place, and one of the best books to reflect this trend is Psychological Behavior in Sport (1974), by Richard B. Alderman. On a more popular level, Robert N. Singer has written Myths and Truths in Sport Psychology (1975), a small explicit paperback pocket edition for light and easy reading. Besides these texts, there are the conference proceedings.

Conferences and Trends

Retracing the story briefly, conferences on sport psychology grew out of a felt need by some individuals to better explain sport exclusive of its interdependence on physical education. Logically, groups formulated, on both sides of the Atlantic respectively, at their professional national conventions. But, what interests us here is the pattern of development of conferences exclusive of physical education conventions. One thing is certain, there have been no sport psychology conferences sponsored by psychology departments or associations.

Besides the efforts of the respective national groups, NASPSPA and BSSP, to organize their own conferences, there have been a few others sponsored by colleges. Insofar as they have dealt with sport psychology, such conferences have usually had a particular thematic thrust, as for example, a National Conference on the Psychology of Coaching, held at the State University of New York - Buffalo; a Conference on Athletics in America held at Oregon State University, and the Women and Sport Conference mentioned above which was held at Penn State University. We can get the tenor of these meetings held in the U.S.A., but

we might question the scope vis-à-vis sport psychology. At least, we know that many of the presentations included: personality and sport, motivation, social learning, motor skill learning, perceptual learning, computer application to behavioral models in sport, group dynamics, leadership, competition, arousal and emotion in sport, stress and sport, achievement motivation, aggression (both fan and player aggression), and the like. These conferences, as well as those organized by the newly-formed associations, have helped to bring professionals together, but more importantly, have sponsored cross-disciplinary study and inquiry. This phenomenon is trans-Atlantic, professionals from the respective national associations often being represented by the delivery of papers in the others' country.

Conference proceedings have been produced in about one-half the instances that conferences have been held. Rarely, the proceedings have come out in book form (case-bound or paperback), but even for them to be made available in a bound mimeographed form is a credit to the college or group hosting the conference. Most noteworthy among the proceedings are: Women and Sport (Dorothy V. Harris), and Psychology of Motor Behavior and Sport (Volumes I and II) (NASPSPA). In England, the British Society of Sport Psychology has usually managed to prepare a proceedings, for example, Stress and Performance in Sport (Fourht Annual conference) and British Proceedings of Sport Psychology (Eighth Annual conference).

Robert Wilberg noted in "The Direction and Definition of a Field (SporT Psychology)" that four major areas of emphasis suggest the developmental trends of sport psychology. These he describes as: socio-cultural psychology, sport psychology, psychological growth and development, and human performance. This observation was made in 1973, at the Third World Congress on Sport Psychology, in Madrid, and he addressed a major question for the international society to deal with: Should there be an umbrella organization with several sub-groups each pursuing their own research, or a single body where the purpose is to promote some unified understanding of the total human being in sport action?

There does seem to be an unbelievable mixture associated with sport psychology conferences around the world -- much dealing with motor learning, learning theory, short-term memory, closed-loop theory, and the like. Another focus is very much social psychologically grounded, still others dealing with growth and development interspersed with sport psychology.

Some of the contemporary developments or trends in the United States and Britain are identified as the following:

A - More longitudinal approaches to personality work -- looking at factors in the personality setting from more precise state approaches -- different environments, and different approaches to the competitive process -- looking at violence in sport, arousal in sport, and personality development -- from a more longitudinal approach, with better tools for measuring change that are more precisely related to sport-specific settings -- and therefore this means developing our own tools of measurement in personality.

B - More social-psychological approaches seem to be emerging as the really newer field on the horizon -- not sport psychology, not sociology of sport -- but the social-psychological approach to studying sport. More studies are using the approach of looking at man in sport settings in the social context -- while looking at his behavior. It seems to be bringing the two fields of sociology and psychology together.

C - The whole competition question is seriously being looked at from other angles -- What of non-zero sum approaches to sport in our society instead of the purely zero-sum of the winner -- loser and sum is zero? We are becoming more conscious of some of the possible detrimental effects of competition from the zero-sum approach. -- In other words, the consequences of failture -- the ones who didn't make it are starting to be examined -- as well as the superior

athlete. The detrimental effects as well as the good effects. So a greater discussion is being brought forth by the sport psychologists asking for more experimental approaches to sports competition -- mainly the zero-sum approach -- not being the only way -- but asking for more non-zero sum out looks.

At this point we seem to have lost the separation of identities needed for a pertinent comparison to be made. There no longer exists an American version of sport psychology distinguible from a British version of the sub-discipline. As regards culture analysis comparisons, Britain was slower off the mark, it seems, but she now holds her own with America in her contributions to sport psychology. This may change, of course, but for the time being, there is little to choose between them.